STEEPLE CLAYDON SCHOOL
TEACHING AND LEARNING COMMITTEE
TERMS OF REFERENCE 2018-19

No.	SUBJECT AREA	ACTION	FREQUENCY	Report by:	Report at:*
CONSTITUTION		**MEMBERSHIP** – according to the agreed committee structure. Associate Members may be appointed by the Governing Board as members of this committee. **CLERK** – cannot be the Headteacher. Not best practice to be a governor. **QUORUM** – at least THREE governors. **VOTING RIGHTS** – restricted to committee members. Associate Members can be given voting rights by the Governing Board. Chair to have a casting vote but only if a governor. **CHAIR/VICE-CHAIR** – to be elected annually by the Committee.			
1	**Leadership and Management**	Agree, demonstrate and communicate: • an aspirational and ambitious school vision; • a culture of high expectation academically and socially promoting equality, respect and tolerance; • High standards of provision.	Annual: Summer	Governors	Full Board
2		*Develop, with the Headteacher and staff through rigorous self-evaluation, a focussed School Development Plan to secure and sustain improvements and reflect the key priorities relating to:* • *The quality of teaching and learning;* • *Personal development, behaviour and welfare,* • *Outcomes* • *Leadership and management.*	Annual: Summer for implementation in the forthcoming academic year	Headteacher	Full Board: Summer draft, Autumn approve final
3		Consider aspirational targets for the achievement of students	Annual: Autumn	Headteacher	Committee Report

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		(recommended).			to Full Board
4		Review the management of admissions and Key Stage transfer: • KS2 – liaison with feeder primary schools and management of transfer process of new intake.	Annual	Headteacher	Autumn
5		Ensure ICT is used effectively to support: • the curriculum; • management information; • data capture and analysis of the school performance.	Termly	Headteacher	Committee
6		Support the development of middle and future leaders taking account of succession planning.	Ongoing	Headteacher	Headteacher Report
7	**Monitoring and evaluation**	Monitor the implementation of the SDP and issues raised in the most recent Ofsted Inspection by: • Liaising with subject leaders; • Receiving termly updates from the Headteacher; • Conducting monitoring and evaluation visits.	Termly	Subject Governors	
8		Contribute to a robust School Self Evaluation Process, including Governance – monitor progress and ensure actions are reflected in the SDP to secure improvement.	Termly	Governors	
9		Receive and evaluate a termly report on: • The quality of teaching in the school and any action to secure improvement; • Curriculum initiatives, including interventions to support disadvantaged pupils, and their impact; • Standards of behaviour – rewards/sanctions/exclusion data; • The impact of SMSC/PSHCE provision and the Prevent Agenda; • Pupil progress and attainment as a whole, and by sub-groups; • Stakeholder engagement – activities, outcome and resultant actions to develop support for the school's vision and	Termly	Headteacher: data included in Headteacher Report	Committee for detailed analysis and Full Board

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		approach; • Safeguarding practices in school and the impact of CP issues using the S11 safeguarding audit report to track progress; • Educational Visits – planned and taken and their value/impact.			
10	**Curriculum**	Monitor Curriculum provision to ensure that it is broad, balanced and relevant and: • complies with legislation; • meets the needs and interests of students and employers nationally and in the local community; • prepares students for life in Modern Britain; • promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; • ensures all students make excellent progress in literacy and mathematics (See Handbook); • ensure students develop the skills necessary to function in British Society; • enables students to progress and achieve their potential narrowing the attainment and progress gap; • promotes students spiritual, moral, social and cultural development (See Handbook); • promotes good behaviour and safety; • promotes physical and emotional wellbeing; • prepares students for the next stage in their education, training or employment; • offers a range of extra-curricular opportunities to extend knowledge and improve skills in a range of artistic, creative and sporting activities;	Termly	Headteacher/ Subject Governor Visit	Include in Headteacher Report

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11		Monitor the use of alternative provision to meet pupil's needs ensuring there is evidence to demonstrate that: • it is good quality and safe; • students make progress; • qualifications are taken at the appropriate level; • students receive good quality support.			
12	**Stakeholder engagement**	Engage with parents, carers and other stakeholders/agencies taking account of users' views to develop capacity for sustainable improvement in supporting students' outcomes, behaviour and safety and their spiritual, moral, social and cultural development.	Termly	Headteacher	
13		Monitor how the school engages with the school's wider community and the impact of the school on the community.	Termly	Headteacher	
14		Improve the school, extend the curriculum and increase the range and quality of learning opportunities for students by working in partnership with: • other schools; • external agencies; • the community.	Termly	Headteacher – Include in termly report	Full Board
15		Review the content of the school's website to ensure that it meets the statutory requirements.	Annual	Headteacher/ Web Governor	Autumn term
16	**Quality of Teaching, Learning and Assessment**	Monitor whether outcomes are improved through rigorous performance management and appropriate professional development; understand the operation of the performance management process including: • The schools' Teachers' Standards; • The objective setting process – consistent, fair, robust objectives;	Annual summary report	Headteacher	Include in Headteacher Report – Autumn term

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		• *The effective evaluation of teaching and learning;* • The range and impact of CPD to develop and improve teaching; • The link to the SDP; • The link to salary progression; NB: This does not replace the role of the Personnel/Pay Review Committee.			
17		*Have confidence in the robust evaluation of teaching and learning through a combination of learning walks, observations, work scrutiny, discussion and planning all appropriately moderated to ensure teachers and staff:* • *Have high expectations of all students;* • *Understand the needs of the age group they are working with;* • *Have the relevant subject knowledge.*	Termly	Headteacher	Include in Headteacher Report
18		Receive an annual summary on the operation and outcome of the performance management process.	Annual	Headteacher	Autumn
19		Understand how pupil assessment information is gathered and used to inform planning, teaching strategies and student support to improve outcomes.	Termly	Headteacher	
20		Ensure assessment is accurate through a process of internal and external moderation.	Termly	Headteacher	
21		Ensure parents and students understand their progress in relation to expected standards and what they need to do to improve through effective feedback and marking strategies.			
22	**Personal Development, Behaviour and Welfare**	Agree and publish the behaviour principles for the school to: • promote and develop a positive attitude to learning including self-confidence, self-awareness, pride and commitment;	Annual review	Headteacher	Full Board - Summer term

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		• promote and develop respect and courtesy for others and the environment; • support physical and emotional wellbeing; • ensure prompt and regular attendance; • promotes e-safety – bullying, sexual exploitation and extremism			
23		Ensure the school has robust processes for the identification, and support of, at risk children including those at risk of radicalisation and bullying.	Termly	Headteacher/ CP Governor	
24		Ensure at least one member of any recruitment selection panel has attended Safer Recruitment Training.	Annual review	Governors	Summer term
25		Ensure the Designated Safeguarding Lead is properly trained and supported.	Annual Review	Headteacher/ CP Governor	Autumn Term audit
26		Monitor attendance and develop robust and supportive processes to improve attendance and support those missing out on education.	Termly	Headteacher	Headteacher Report
27		Promote safe practices and a culture of safety, including e-safety.	Termly	Headteacher	
28	**Outcomes for Students**	Understand how students progress, relative to their starting points, their classmates and national expectations, for all pupil groups: disabled students and those who have special educational needs • those with protected characteristics, including Gypsy, Roma and Traveller children, as defined by the Equality Act 2010; • Ethnic minorities including EAL; • Gender;	Termly	Headteacher	Committee to review detail, overview in Headteacher Report to FULL BOARD

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		• the most able;
		• disadvantaged students, including:
		  − looked after children
		  − students known to be eligible for free school meals – a school is unlikely to be judged outstanding if these students are not making at least good progress
		• those attending alternative, off-site provision;
		• those who started a key stage in another setting or who do not complete a Key Stage.			

29		Ensure that additional funding, such as Pupil Premium and Sport Premium, is used effectively – the rationale and the intended/achieved impact on outcomes.	Termly	Headteacher	As above
30		Understand how students' attainment of relevant qualifications supports their progress to further education or work.	Annual	Headteacher	Autumn/Spring
31		Understand transition arrangements between Key Stages to ensure pupil's needs are met.			
32	**Early Years Provision**	Monitor how: • Funds are used to narrow the gaps in childrens' outcomes; • the provision, including the quality of teaching, meets the needs of the range of children in the early years to enable them to progress relative to their starting points and achieve a good level of development; • the curriculum meets childrens' needs based on their learning and development; • the provision nurtures, engages and motivates children's commitment to learning; • children enjoy learning and are active and inquisitive learners	Termly	Headteacher/ EYFS Governor	

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		• children behave safely, co-operate, share and respect differences; • teaching supports children to achieve the phonics standards and secure consistent outcomes across all areas of learning; • teachers engage parents in their children's learning; • the provision is led and managed.			
33	**Provision for two-year olds**	Understand and monitor how well teachers: • recognise and respond to those demonstrating an emotional need e.g. need comforting, care, tantrum; • focus on the three prime areas of learning; • listen and allow children to express themselves; • provide an environment for them to play in groups or alone.			
34	**Educational Visits**	Review the number and type of Educational Visits to: • identify gaps in opportunity and provision; • consider the clarity of the objectives for visits; • the benefits for students towards learning and raising achievement.	Termly report in Headteacher Report; Annual review of cost and benefits.	Headteacher	Annual review Summer term to inform planning for next year.
35	**Policies**	Monitor, review and approve policies allocated to the committee in the school's policy review schedule.	As specified in the schedule	Headteacher/ Committee	
36		Ensure changes to policies notified through School's Bulletin are implemented.	Termly	Headteacher/ Committee	
37	**Review**	Contribute to a robust School Self Evaluation Process, to include Governance, monitoring progress and ensuring actions are reflected in the SDP to secure improvement.	Termly	Governors	
40	**Minutes**	Minutes (with decisions and action points) will be taken at each meeting and circulated promptly to all members of the Governing Board.			